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ABSTRACT

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports standards-based reform in mathematics, technology, and science education for rural students in its states. This guide provides UCAN schools and communities with a set of measures that describe the location of a school/community on the developmental continuum of reform. The guide aims to give change agents an accurate view of where they are in relation to where they want to go. In a set of tables, each component of the educational infrastructure is described as it would appear at five stages of the reform continuum: traditional system, awareness and exploration, transition, emerging new infrastructure, and performance-based system. The following infrastructure components are described: curriculum standards and accountability, curriculum content and instructional methods, teacher quality and ongoing professional development, policymaking process, policy alignment, converging resources, resource reallocation, partnerships and public engagement, public and political support, student achievement data collection, and achievement data reporting. A brief guide for overall rating of school implementation of reform is presented, followed by two forms for generating summary profiles. (SV)

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UTAH * COLORADO * ARIZONA * NEW MEXICO

UCAN
A FOUR-STATE
RURAL SYSTEMIC INITIATIVE

Ucan Measures Of Progress Toward Full Implementation: A Guide For Schools/Communities Involved In Reform

A Dynamic Document
Version 5.0
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UCAN Measures of Progress toward Full Implementation
A Guide for Schools/Communities Involved in Reform

This guide is designed as a set of measures that describe the school/community [through its policies, practice, methods of operation, and behaviors] at a point in time in its reform process. This is based on the premise that the school/community is on a developmental continuum toward a learning environment that supports powerful learning results for EVERY student. The set of tables given below are based on the educational "drivers" that form the basis for change in UCAN. The measures on the right are more deeply supportive of reform, while those on the left are less supportive. The value of this guide is its capacity to give change agents (learners and those involved in the reform) an accurate, insightful view of "current reality"—where you are now—in relation to where you want to go. A good guide is a learning, coaching, and self-improvement tool, not a labeling and grading tool. Its usefulness is in finding the gaps between where you are and where you want to be and in propelling personal and collective action toward a vision of better practice. It is okay to be wherever you are now in your development toward the reform horizon—as long as you are making a good faith effort to move forward. Use this as a self-guiding tool for your school/community.

INFRASTRUCTURE COMPONENT (I)	TRADITIONAL SYSTEM (SCORE = 1)	AWARENESS & EXPLORATION (SCORE = 2)	TRANSITION (SCORE = 3)	EMERGING NEW INFRASTRUCTURE (SCORE = 4)	PERFORMANCE-BASED SYSTEM (SCORE = 5)
	• Science and math content standards are fragmented across and within grade levels	• National and/or state standards in math and science are reviewed to develop local content standards	• Teachers and students map existing curricula against content standards to determine alignment with local standards and to fill content area gaps	•Teachers and students examine standards and assessment results to determine appropriate content and grade level application	•Standards and assessments are revised periodically to take into account new learning goals and are designed for K-12 consistency
Curriculum & Assessment (I) Standards, Assessment & Accountability	• Student promotion is based on seat time and content coverage rather than demonstrated performance on standards. Tests are used to compare students to each other rather than report on what they know and can do	• Alternative student assessment strategies are reviewed and related to state and local standards	• New tests are developed to assess student progress on standards; performance standards are established in math and science. Dual assessment systems are used (e.g., normed referenced and criterion referenced exams) to compare progress against national norms	•Students and teachers review assessment and develop guides for their use. Expectations are aligned with these assessments. State and local assessments provide information on how well students meet standards; results are disaggregated and reported by gender and ethnicity	•Student promotion is based on clearly defined expectations and aligned assessments results
	• Accountability systems focus mainly on input and process regulation, and report results without consequences attached to performance	• Data on the value of a standards-based assessments system are collected and reviewed	• An accountability system is developed to focus on continuous progress towards meeting standards for all students	• Consequences for both high and low performance become part of the accountability system	• The accountability system relies on disaggregated student achievement data to help ensure that all students meet standards. It also collects financial data as well as other information to support decision-making by policymakers

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INFRASTRUCTURE COMPONENT (I)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE-BASED SYSTEM
Curriculum & Assessment (II)	•State/local curriculum guidelines consist of lists of required fact mastery or courses	• NSF-supported and other standards-based, high quality curricula are reviewed for use	• Existing curriculum is mapped to standards; gaps are filled	• Curriculum reflects local and state standards and are being implemented in most classroom and in most grades	•Curriculum if fully implemented* at all grade levels and in every classroom and constantly reviewed to determine changing students educational needs and goals
Curriculum & Instruction	• Curriculum and instruction are textbooks-and test-driven rather than guided by student needs	• Growing recognition that a performance based system requires greater flexibility in curriculum and instruction	• New measures of teaching, learning and evaluation strategies are developed to assess the impact of curriculum and instruction on student achievement	•A variety of teaching techniques are being implemented and evaluated to increase student achievement and content mastery	• Instruction is flexible enough to help *all* students meet high standards and is implemented at all grade levels and in all classrooms
	• Curriculum and instruction are oriented towards providing minimal, basic skills rather than challenging goals and are unrelated to local culture and issues	• Some culturally relevant instructional techniques are being considered or used as enhancements in the classroom	• Culturally relevant materials, instructional techniques, and locally based issues are being integrated in many grades within the regular curriculum	• Community/Tribal interests are being continually monitored for appropriate inclusion in the curriculum	• Culture and language are honored and integrated in the curriculum and instruction along with local issues. Their inclusion is continuously reviewed as the curriculum develops

*The school has a written curriculum for both math and science that is available to all teachers and used regularly in planning instruction and assessment exhibiting the following elements:

- •aligned to the state frameworks, but not simply a restatement;
- •scope-and-sequence of units/topics for each grade level or course, with major outcomes developmentally appropriate;
- •development of major concepts that builds on prior grades and leads into higher grades;
- •linkage to currently-used instructional materials (both adopted and other generally-available supplements);
- •statement/ description of instruction and assessment models consistent with state standards & local program philosophy;
- •aligned to specific content of the state assessment (but not limited to it); suggestions for assessments linked to units; suggestions for extension activities, field trips, speakers, interdisciplinary links

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INFRASTRUCTURE COMPONENT (I)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE-BASED SYSTEM
	• Districts provide little time or resources for ongoing PD within the schools. Change agents are few and school decisions on PD are usually made at the top administrative levels without input	• School board and central office staff realize that PD must be ongoing, focused on improving the teaching and learning process, standards-based, and related to district and school goals. Input is requested	• Standards and expectations for PD begin to be developed by school staff. New measures and evaluation strategies are developed to assess the impact of PD on student achievement	• The focus of PD programs is on teaching and learning that enables students to meet expectations	• Professional development opportunities are data-driven and designed to promote student achievement • Staff development is evaluated for its effectiveness on student success and results are reported to parents
Curriculum & Assessment (III): Teacher Quality Ongoing Professional Development	• Professional development (PD) usually consists of single, unconnected events and are limited to a few days a year	• Districts and schools explore new ways to assess the impact of PD opportunities, such as skill acquisition, transfer of learning to the classroom, improvement of student learning, and institutional change	• PD is designed to align with school curriculum standards with priority given to teachers needing content training and instructional skills. Ongoing training in diverse instructional strategies and equity issues are available to all teachers	• Teacher or subject area networks and other mechanisms are created to support long-term teacher development. Districts revise policies to provide adequate time for high quality PD and provide time for on-site, peer-to-peer exchange	•School data is continuously used to design PD plans. Staff, teachers and students have an structured system in place to review PD effectiveness and to coordinate PD opportunities
	• PD in appropriate use of technology is non-existent	• Reviews of appropriate use of technology in the classroom is initiated	•School/district plans include use of technology based on existing equipment and tied to PD	•Use of technology in the classroom is a regular part of the school PD offerings. Evaluations on use of technology in classrooms are developed	•PD is continually upgraded as school technology is upgraded. Student and teacher evaluations are constantly being used to gauge effectiveness of technology

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INFRASTRUCTURE COMPONENT (II)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE-BASED SYSTEM
Policy (I) Policymaking Process	• Policies are developed piecemeal and in isolation. Policies respond on a crisis basis to problems, rather than drive a broad vision of reform	⊢ Growing awareness among policymakers that education must be viewed as a system and that policies are related and reinforcing	⊢ Policymakers realize that setting standards is just the first building block of a standards-based system; all other education policies must be reviewed and revised to support standards	⊢ Policymakers begin to create support structures to help districts and schools implement a standards-based education system	⊢ Policies are continually evaluated and revised in relation to their contribution to creating and supporting a high performance system
	• Policies focus on defining inputs rather than defining outputs or performance	⊢ Policymakers assess the pros and cons of specific input and process related policies, and explore more results-oriented policies	⊢ Policymakers review education code to eliminate unnecessary regulations	⊢ Constant attention is paid to the results of new policies; revisions in policy are made as needed	⊢ Policies are written in terms of school, district or system performance
	• Additive policies and regulations hamper local flexibility and send mixed messages	⊢ Local boards begin to meet together with school leaders and community or tribal leaders to coordinate policymaking	⊢ Joint task forces between the community/tribe are created to promote a bipartisan and comprehensive policy approach to education	⊢ Accountability system is expanded to provide more "actionable information" for policymakers	⊢ Policymakers are accountable to the public for system results

INFRASTRUCTURE COMPONENT (II)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE-BASED SYSTEM
Policy (II) Policy Alignment	• "One size policy fits all" results in a uniformity that inadvertently creates achievement gaps	• Policymakers realize that implementing standards will require changes in many other policies. Content standards are developed to identify what students should know and be able to do and become the basis for policy alignment	• Policies are aligned to support standards such as assessments that measure student progress by subgroups; teacher hiring practices to ensure teachers have the skills to help students meet standards, etc.	• New policies create a "support infrastructure" such as on-site teacher networks to encourage and evaluate the use of standards in classrooms. Student and teacher evaluations of the standards and assessments are used to guide policy	• Student performance is constantly analyzed, particularly by subgroups to ensure equity, as well as the policies created or revised to support high achievement for all students
	• State/local policy, when reviewed as a whole, may be contradictory and send mixed messages to educators and parents	• Policy reviews are taking place and are being based on a richer data context	•Leadership Teams develop a policy review process based on schoolwide planning, rich, disaggregated data, and community input	•Policies changes are implemented and the Leadership Team initiates surveys and studies evaluating the impact of the new/revised policies	• Policies are continually evaluated and reviewed to determine their contribution to a high performance system
	•There are contradictory policies in tribal and public schools serving the same student populations	• Tribal/school board policies begin to reflect reform needs	• More advanced use of school data and its relationship to students achievement results in policy shifts both in public and tribal schools.	•Tribal schools and public schools serving their tribal students compare school policies and expectations for vertical alignment	•Tribal and public school board policies are constantly reviewed to improve transition success of native students

INFRASTRUCTURE COMPONENT (III)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE-BASED SYSTEM
Resources (I) Converging Resources	• Categorical funding streams produce independent, noncooperative segments in SEAs and districts	• Policymakers, such as tribal council leaders, school board members, and administrators, look for ways to combine and coordinate resources. Regular discussions begin on the potential for resource alignment	• Review of local and regional resources is taking place to help support short and long term school reform plans	• Districts know all sources of funds and where dollars are being spent so resources can be coordinated and converged	• Local policies and resources are flexible and support a high performance system
	• Compensatory/special education funding and most federal funds follow the child and often dictate the services the individual child receives	• Districts begin to identify different revenue streams and discuss how to coordinate	• Title I dollars are focused on Comprehensive School Reform Designs to promote higher student achievement	• SEA staff coordinate federal funds and allow districts to use a uniform planning form to coordinate federal resources with district improvement plans	•School and district funding streams including federal dollars are aligned with school goals and support the implementation and evaluation of standards based curriculum
	• Resources act independently regardless of their similar goals	•Non-monetary and other resources begin to be identified in the region, particularly those who can develop partnerships with schools	• Local coordination of funding resources are being discussed and connected to school planning	• Resource allocation ensures all segments of the teaching staff and administrative staff receive training supporting reform efforts	• Local and regional resources are aligned with school, district, and community needs and are constantly being reviewed

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Resources (II) Resource Reallocation	• Funds are allocated by historical patterns rather than school review. Few districts can identify how their resources are spent	• Policymakers realize need to link expenditures to results but know tracking mechanisms are not in place. A study of available systems begins	• Districts begin to implement new financial software that allows them to track expenditures and relate them to student performance	• Districts and schools know where resources are allocated and cost/benefit analyses are routinely conducted as they relate to student, teacher and school performance	• Links between resources and their use and effectiveness are routinely evaluated against school and district plans
	•There is no coordinated effort to identify funding sources other than that provided by the state and tribes	• Foundation and state grants are identified that support implementation of innovative reform strategies and projects	• Support begins for staff development of grantsmanship. Grant opportunities are reviewed against school and district plans	•State and other funding resources are being aligned with school reform plans and with clearly identified needs	•School and district plans are constantly monitored relative to their use of resources, both internally and externally and their impact on student achievement
	• Fund accounting is used to track expenditures. No other accountability measures are in place	•Various accountability plans are reviewed and data needs to effectively use them are identified	•Accountability plans are developed based on new school data. Schools begin to reallocate resources based on data and school needs	•Accountability plans are implemented. Programs that don't produce results are eliminated	•Accountability plans are reviewed regularly with each new data set

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INFRASTRUCTURE COMPONENT (IV)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE-BASED SYSTEM
Broad Based Support: Leadership & Public Engagement (I) Coalitions, Partnerships & Networks	• Networking is rare and viewed as insignificant.	• A few networks meet to discuss school and district needs	• Networks are used to facilitate the sharing of information, ideas and some resources	• School and district networks share planning with other networks to develop alignment of reform efforts	• Networks ensure continuity, evaluate progress and impact, and apply new learning to system reform
	• Partnerships are one-shot, supplemental, and function outside of the system	• Growing realization that partnerships need to be longer term and more integral to educational goals	• Partnerships are formed to broker information and resources, and advocate for reforms	• Local/regional partnerships change the way they operate to support reform	• The partnership works together on a continuous basis to improve the local education system
	• Special interest groups work independently as no "maps" of reform efforts and opportunities exist	• Key stakeholders are identified and mapped to possible avenues of involvement	• Efforts are made to coordinate and align actions of multiple parties in support of reform	• Coalitions and their partners are able to mobilize public opinion and access the policymaking process	•School and community based coalitions continually work with partnerships to implement and assess reform
	• There is no mechanism to share what is being learned across reform efforts	• School staff/teachers network with each other and nearby schools on common issues	•Use of distance learning or web based resources are explored as a means of sharing lessons learned	• Technology, such as web sites, chat rooms and list serves are used to connect networks and facilitate communication	• Electronic Networks serve as communication and information channels, professional support mechanisms, and continuous learning venues

*The school has one or more key teachers and administrators with thorough understanding of standards-based math and science and who can articulate what a standards-based classroom and program look like. The Leadership Team is capable of advocating for program improvement, and is seen as such by administrators and fellow teachers. The Leadership Team uses its understanding of the local context and change process to identify strategic priorities on which to focus efforts. It cultivates leadership and action in others, making use of networks within and outside the school.

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INFRASTRUCTURE COMPONENT (IV)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE-BASED SYSTEM
Broad Based Support: Leadership & Public Engagement (II) Public and Political Support	• Well-funded special interest groups demand and focus policymakers' attention on their issues	• Public opinion polls and focus groups identify public concerns on education	• Community wide task forces (Leadership Teams) are formed to recommend changes for districts and schools	•Teams are involved in maintaining the school vision through shared decision making on budgets and school reform plans	•Through Leadership teams, the school and community are active partners in providing quality mathematics and science education for all students.
	• Interactions among stakeholder groups are formal and "pro forma"	•Stakeholders are beginning to feel comfortable working together	• Stakeholders are involved in the development and review of standards and other policies	•Stakeholders clarify their roles and responsibilities and develop implementation plans supporting reform	•Stakeholders are regularly involved in program-level planning and implementation of the school/district's improvement plan.
	• External communication occurs via public awareness campaigns	• Community/tribal members want evidence that standards-based education increases student achievement and recognize that the education system is not meeting the needs of all students	• Political and Tribal leaders understand importance of education and include in political platform. Public is included in regular forum activities reviewing school progress in reform	• School, district and board members and staff understand the value of listening to and acting on the public's concerns. Efforts are made to coordinate and align actions of those in support of standards based education	•Community leadership is proactive, taking initiative to make things happen, and school personnel welcome their active involvement. Regular public forums review school progress as a function of school wide planning and give feedback to school staff
	• Business involvement in education consists of "adopt-a-school" relationships	• Business leaders want more involvement in education and the policymaking process to ensure high quality workforce	• Business takes lead in hosting local meetings to spotlight key education issues	• Business makes long term commitment to improving education by providing leadership and financial support to solve key education issues	•Business and school/community partnerships link the instructional program to persons, resources, and activities in the community that enhance student learning opportunities.

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INFRASTRUCTURE COMPONENT (V)	TRADITIONAL SYSTEM	AWARENESS & EXPLORATION	TRANSITION	EMERGING NEW INFRASTRUCTURE	PERFORMANCE BASED SYSTEM
Student Achievement (I): Information & Use Data-Driven Decision-making	• Data collection is focused on what was done rather than what was accomplished.	• Large-scale data collection efforts begin to be designed with end users in mind	• Data are turned into information that can be used for decision-making	• Data use is directly tied to decision making	• Information on student achievement and school results drives continuous improvement
	•Data or other information on student performance are not gathered in a way that could guide school change and improvement	•Some teachers and administrators begin collecting data to problem solve and identify some areas needing reform	•School collects data on student performance, attendance, attitudes, teacher skills and other areas to drive reform	•The school begins relying on hard data including subgroups for decision making at the school and classroom levels	•Data is constantly available in all areas of student experience in the school. Data is acquired from teachers, students, parents, and the community and analyzed for school quality
	• Program evaluations and assessments are conducted but rarely used for continuous improvement	• Policymakers begin to identify new sources of information to judge progress in a standards-based system	• Policymakers use accountability results to shape their interactions with schools and districts	• Consequences for performance are created throughout the system and based on school data	• Accountability is ensured through continuous, integrated data collection, management, analysis, and reporting
	• Achievement and other data are not disaggregated by gender and ethnicity • Equity issues are not addressed	• Increasing pressure to use disaggregated data to promote equity and assess quality, content levels, and appropriateness of curriculum and assessments	• Data from school accountability systems provide disaggregated data on subgroups and their achievement in content areas	• Teachers begin using richer data that is disaggregated to support changes in classroom practice and content	•Disaggregated data is gathered, analyzed, and used for planning, decision making, and supporting higher achievement for all students

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Student Achievement (II): Information & Use Reporting	• Only information required by the state is collected	• Surveys and focus groups are used to find data and information that are most important to district schools, parents and community members	• Districts begin to find ways to join different data sets to create a complete picture of student achievement and school quality	• Online or web-based information is designed by districts/schools to create report cards and make information available to any community member at any time	• Districts produce annual report cards to the public on its schools and compare results with statewide data and national data.
	• Most information is produced and stored in printed forms and difficult for the public to access and use	• Information gained by data system is disseminated to the public through controlled channels	• Community/Tribal leaders, parents and school board members are regularly updated on data system development and its use	• Public sessions are held to explain and explore the meaning of the data on school self-reporting mechanisms	• Regular polling provides information on data needs, analysis and use from internal and external audiences.
	• Community is a passive recipient of information and data. Equity issues are either ignored or unknown by the public	•Data on student subgroups and other equity issues are explored as a means to increase student achievement	• Safe and secure methods for disseminating disaggregated data are explored in school and public forums.	• Data are reported by subgroups to identify achievement gaps and strategies to close them. Student achievement data is discussed openly and publicly	• Data warehouses are created and data "cleansed" for easy access and manipulation by school personnel and the public
	•No accountability systems are in place or based on existing data	•Different accountability systems are reviewed for use	• Accountability systems are designed to report usable data to districts, schools and parents	•School and community accountability teams are developed as a means of reporting data and reviewing school reform plans	•Accountability reports are regularly used with the public as a means for input on school progress and student achievement

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GUIDE FOR OVERALL RATING OF SCHOOL IMPLEMENTATION

A showcase school for successful UCAN implementation and impact
Rating of 5 in at least one section of 4 of five educational drivers; a rating of 4 on the others

Acceptable implementation of UCAN strategies, with strong likelihood of sustained reform and continued progress
Rating of at least 4 on each section of all educational drivers

Strong evidence of positive program changes and capacity to continue improvement.
Rating of 4 in at least one section of 4 of five educational drivers, 3 on the others

Evidence of initial implementation and developing capacity.
Rating of 3 each in at least one section of each of five educational drivers

Little or no indication of positive movement or capacity/commitment to engage in meaningful reform activity.
Anything less than the previous rating

UCAN School Implementation: Summary Profiles

School _____ District _____

Status at beginning of UCAN involvement

LEVEL	1	2	3	4	5	Comments
(I) Curriculum & Assessment (I): Standards, Assessment & Accountability						
(I) Curriculum & Assessment (II): Curriculum & Instruction						
(I) Curriculum & Assessment (III): Teacher Quality: Ongoing PD						
(II) Policy (I): Policymaking Process						
(II) Policy (II): Policy Alignment						
(III) Resources (I): Converging Resources						
(III)Resources (II): Resource Reallocation						
(IV) Broad Based Support:Leadership & Public Engagement (I): Coalitions, Partnerships & Network						
(IV) Broad Based Support: Leadership & Public Engagement (II): Public and Political Support						
(V) Student Achievement (I): Information & Use: Data-Driven Decision-making						
(V) Student Achievement (II): Information & Use: Reporting						
Totals						

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Current Status

LEVEL	1	2	3	4	5	Level in 2000-2001	Plans for 2000-2001 (6th Yr)
(I) Curriculum & Assessment (I): Standards, Assessment & Accountability							
(I) Curriculum & Assessment (II): Curriculum & Instruction							
(I) Curriculum & Assessment (III): Teacher Quality: Ongoing PD							
(II) Policy (I): Policymaking Process							
(II) Policy (II): Policy Alignment							
(III) Resources (I): Converging Resources							
(III)Resources (II): Resource Reallocation							
(IV) Broad Based Support:Leadership & Public Engagement (I): Coalitions, Partnerships & Network							
(IV) Broad Based Support: Leadership & Public Engagement (II): Public and Political Support							
(V) Student Achievement (I): Information & Use: Data-Driven Decision-making							
(V) Student Achievement (II): Information & Use: Reporting							
Totals							

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